

Unit Planning Guide: Grade 1 Unit 5 of

Unit Title: Text Features	Pacing (Duration of Unit): 4 weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- SL.1.2 **Ask and answer questions about key details from a text read aloud or information presented orally or through other media.**
- SL.1.3 **Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**
- L.1.2a Capitalize dates and names of people.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4a **Use sentence level context as a clue to the meaning of a word or phrase.**
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4c Identify frequently occurring root words and their inflectional forms.

This is an MPI example for EPL 1

- Use thumbs up or thumbs down to answer about a text read aloud in a whole group

This is an MPI example for EPL 2

- Ask for clarification from a speaker with a partner to gain understanding

This is an MPI example for EPL 4

- Infer the meaning of a word from context clues with a partner

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

RI.1.5 **Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**

RI.1.8 **Identify the reasons an author gives to support points in a text.**

*** Continue to teach grade level phonemic awareness and phonics as necessary.**

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Composing questions allows students to gather and clarify information.
- Meaning is gathered at the word, sentence and text level.
- Text features allow students to gain background knowledge and preview text.
- Authors supply details and evidence in support of the main idea.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can we learn about the world?
- How do we ask questions to help us understand?
- How do context clues help us find meaning?
- How can we use text features to help us understand?
- Why do authors use the words that they do?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know that...

- Meaning is embedded in all text
- context clues support meaning
- text features indicate sources of information
 - headings
 - table of contents
 - glossaries
 - electronic menus
 - icons
- an author provides supporting details in a text

Key Academic Vocabulary:

Meaning	Table of Contents
context clues	Glossaries
text features	Electronic Menus
heading	Icons

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- **composing** questions to gather and clarify information about key details from a text read aloud or information presented orally or through other media (comprehension, analysis)
- **using** context clues to find the meaning of a word or phrase (application and analysis)
- **using** affixes as clues to meaning (knowledge, analysis and application)
- **identifying** root words (knowledge and application)
- **identifying** supporting details (knowledge)
- **using** text features to locate key facts or information (knowledge and application)
- **using** digraphs (knowledge and application)
- **capitalizing** proper nouns (knowledge and application)
- **using** conventional spelling for common spelling patterns (knowledge and application)
- **describing** connections in a text (analysis, synthesis)
- **identifying** reasons an author gives to support points in a text (analysis)